CRM Domestic Voice

(Job Role)

Qualification Pack: Ref. Id. SSC/Q2210

Sector: Information Technology and Information Technology enabled Services
(IT-ITeS)

Textbook for Class XI

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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FOREWORD

The National Curriculum Framework–2005 (NCF–2005) recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages. It explains that work transforms knowledge into experience and generates important personal and social values such as self-reliance, creativity and cooperation. Through work one learns to find one's place in the society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting will make one appreciate the worth of social life and what is valued and appreciated in society. Work involves interaction with material or other people (mostly both), thus creating a deeper comprehension and increased practical knowledge of natural substances and social relationships.

Through work and education, school knowledge can be easily linked to learners' life outside the school. This also makes a departure from the legacy of bookish learning and bridges the gap between the school, home, community and the workplace. The NCF–2005 also emphasises on Vocational Education and Training (VET) for all those children who wish to acquire additional skills and/or seek livelihood through vocational education after either discontinuing or completing their school education. VET is expected to provide a 'preferred and dignified' choice rather than a terminal or 'last-resort' option.

As a follow-up of this, NCERT has attempted to infuse work across the subject areas and also contributed in the development of the National Skill Qualification Framework (NSQF) for the country, which was notified on 27 December 2013. It is a quality assurance framework that organises all qualifications according to levels of knowledge, skills and attitude. These levels, graded from one to ten, are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF sets common principles and guidelines for a nationally recognised qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities.

It is under this backdrop that Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent of NCERT has developed learning outcomes based modular curricula for the vocational subjects from Classes IX to XII. This has been developed under the

Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of the Ministry of Human Resource Development.

This textbook takes care of generic skills embedded in various job roles in a comprehensive manner and also provides more opportunities and scope for students to engage with these common and necessary skills, such as communication, critical thinking and decision making in different situations pertaining to different job roles.

I acknowledge the contribution of the development team, reviewers and all the institutions and organisations, which have supported in the development of this textbook.

NCERT would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

HRUSHIKESH SENAPATY
Director

New Delhi
June 2018

National Council of Educational
Research and Training

About the Textbook

The IT/ITeS sector is growing at a fast pace and is an important industry in India and abroad. In the growing business opportunities in various domains around the globe, there is a huge transfer of information from one place to another. Large amount of data are churned thus creating a need for proper management of the data that are collected. The companies also have to concentrate on their core activities and resort to outsourcing the voice process. The rapid growth in IT industry along with the entry of many small and large outsourcing companies in this area, has led to a huge demand for trained personnel for various job roles, such as Customer Relationship Manager (CRM) —Domestic Voice.

The Customer Relationship Manager should be aware about the CRM software used to register customer queries and provide solutions to them. CRM Domestic Voice in the IT-ITeS Industry is also known as a Customer Service Associate, Customer Service Representative and Customer Care Executive, Customer Service Advisor, Helpdesk Coordinator, Customer Support Representative and Process Associate—Voice. Individuals in this job receive and make telephone calls, which are primarily scripted, basic and routine with the assistance of a computerised system. They answer enquiries, resolve problems, record complaints and/or receive feedback. This job requires the individual to work independently and interact with customers. The individual should be result oriented and should also be able to demonstrate logical thinking and interpersonal skills; ensure prioritisation of workload and should be willing to work at a desk-based job.

The textbook for the job role of 'CRM Domestic Voice' has been developed to impart knowledge and skills through hands-on learning experience, which forms a part of the experiential learning. Experiential learning focusses on the learning process for the individual. Therefore, the learning activities are student-centered rather than teacher-centered.

The textbook has been developed with the contribution of the experts for making it a useful and inspiring teaching-learning resource material for the vocational students. Adequate care has been taken to align the content

of the textbook with the National Occupational Standards (NOSs) for the job role so that the students acquire necessary knowledge and skills as per the performance criteria mentioned in the NOSs of Qualification Pack (QP).

The textbook has been reviewed by experts so as to make sure that the content is not only aligned with the NOSs, but is also of high quality. The NOSs for the job role of CRM Domestic Voice covered through this textbook are as follows:

1. SSC/N3020 – Make outbound calls to customers

2. SSC/N9001 – Managing work to meet requirements

3. SSC/N9003 – Maintaining a healthy, safe and secure working environment

Unit 1 of the textbook is introductory and covers the basics of IT/ITeS industry, growth of IT sector in India, top BPO companies of India and different sectors of the IT industry. It further explains the concept ITeS in India, employment trends, outsourcing, different sectors in outsourcing jobs and knowledge about Business Process Outsourcing with various trends in the BPO Industry. The difference between domestic and international BPO, voice and non-voice process have been explained in this chapter.

Unit 2 of the textbook deals with the CRM Domestic Voice Training. It covers the purpose of the training programme, role and responsibilities of a CRM Domestic Voice. It also explains personal attributes of a CRM Domestic Voice and professional skills required for this role.

Unit 3 of the textbook covers the outbound calls, where the students can acquire the skills in interacting with customer using common vocabulary used in a domestic BPO. The various concepts, such as after-call work, agent group, agent out call, audiotex, auto wrap-up, automated attendant, automatic call distribution, etc., have been explained in this chapter. It also covers the basic need and importance of conversation with customer and the way to introduce yourself in an organisation. The concept of information security also has been explained.

Unit 4 of the textbook covers the working of FreeCRM web application. It covers different features of FreeCRM, such as creating a new contact use of import and or export of data files. For working with FreeCRM web application we need to understand sales targets, profile setup, calendar, creation and edit company, new contact, deal, task, case, call, call scripting and document folder. This chapter covers all these concepts.

Unit 5 of the textbook covers the work management, voice process and non-voice Process in BPO industry. The voice process covers the skills

required for accepting orders, customer's service, tele-sales, and collection call. The non-voice process covers data entry, standard organisational policies and procedures for establishing contact with the customer.
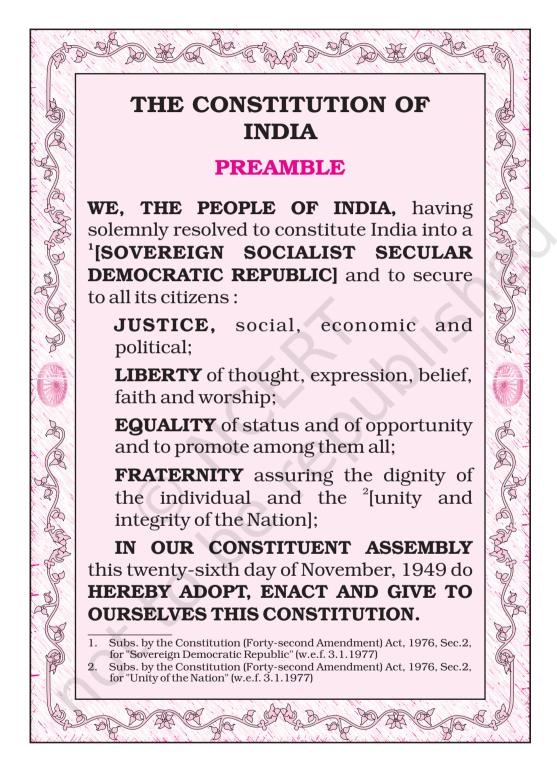
Unit 6 of the textbook covers workplace safety and hazards in BPO industry and prevention of disasters/risk events like fire safety, falls and slips, first aid, security, electrical safety, accidents and emergencies. It also covers different workplace safety rules, handling accidents, types of emergencies, and safety at workplace with general evacuation procedures.

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

    JUSTICE, social, economic and political;

    LIBERTY of thought, expression, belief, faith and worship;

    EQUALITY of status and of opportunity and to promote among them all;

    FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

    IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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Do You Know?

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

EDUCATION IS NEITHER A PRIVILEGE NOR FAVOUR BUT A BASIC HUMAN RIGHT TO WHICH ALL GIRLS AND WOMEN ARE ENTITLED

Give Girls Their Chance !